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ABSTRACT

The literature of teacher supervision assumes that supervision should focus on the teacher and teacher behavior within the classroom setting. The administrative model of supervision, however, focuses on pupils and pupil learning and takes the school system as its setting. It makes teachers and supervisors partners in deciding how well the instructional program is meeting pupils' needs. Placing the administrative model within a model of the organization shows the proper relationship of supervision to evaluation: supervision should coordinate the organization to produce pupil learning, while evaluation controls the quality of student learning. Using the administrative model of supervision in student teaching programs at McGill University (Canada), researchers developed a teacher evaluation form for supervisors that focuses equally on pupils and teachers instead of predominantly on teachers. Videotapes of classroom teaching, based on the forms, were tested on McGill student teachers. The students favored the use of the films, but their ratings of the teaching shown, using teacher- or pupil-focused variants of the evaluation form, were inconclusive. A copy of the evaluation form is appended. (Author/RW)

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SUPERVISION IN ORGANIZATIONAL PERSPECTIVE

FOCUS ON PUPIL, PROGRAM, PROCESS, PERSON

Paper prepared for presentation at the 1981 Canadian Society for the Study of Education Conference, Halifax, Nova Scotia, June 3, 1981

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Supervision of instruction is a contentious issue in school systems today. That contentiousness was pinpointed in the title of Blumberg's book published in 1974, Supervisors and Teachers: a Private Cold War. The issue has been a real one in schools; it erupted recently in a large metropolitan school board when a new system of supervision was introduced. Teachers became militant and threatened protests and slowdowns. Principals were constrained from implementing the system, and procedures are presently under review.

Significantly, teachers as well as administrators approve of supervision in theory; the reality of supervision is the thorny issue. A recent masters study undertaken at Mc Gill University surveyed teachers and principals in twenty five elementary schools in one large school commission. Responses reveal this dual reaction. Both principals and teachers tended to agree that "Supervision is a necessary part of teaching." They disagreed, however, that "(they) should be required to supervise (or be supervised) more often (Ryan, 1980, p. 22.)"

Young and Heichberger report that teachers maintain the supervisor is "potentially dangerous (Young & Heichberger, 1975, p. 10.)" Blumberg describes techniques employed by teachers to subvert the supervision process, warning systems invented to alert colleagues to the presence of a supervisor in the school (Blumberg, 1976, p. 284).

The reluctance of supervisors to supervise, and the reluctance of teachers to be supervised has been the subject of considerable analytical and theoretical review, and has led to much research. Unresolved questions remain, Who should be supervised, Who should supervise, What procedures are appropriate, What should be and what is the aim of supervision.

The fundamental question is, of course, What is the aim or purpose of supervision. Most authors in recent years have emphasized that supervision should not be evaluative in nature. Its purpose is, they propose, to help teachers improve their instruction. Teachers and principals generally agree with theorists on this caveat. The difficulty of separating "helping" and "evaluation" in the real life situation of the school is at the heart of the paradoxical duality of reaction to supervision.

In the literature on supervision, the importance of alleviating the paradox, of dealing with the conflicting realities in constructive ways has been a major item of concern. Attention has tended to focus on the personality or personal characteristics of the supervisor, or on the process of supervision. Considerable importance has been placed on "warmth," "understanding," "creating a climate of trust," and "establishing rapport" as esstential to effective supervision (see Elsbree, 1967; Lucio & Mc Neil, 1969; Unruh & Turner, 1970; Cogan, 1973). The second major consideration has been to develop some systematic process of supervision. At the heart of such systems is classroom observation, but all include pre- and post-observation conferences as essential elements of the system.

Several general statements can be made about the body of literature concerned with supervision in education.

1. "Supervision of instruction" is assumed to mean supervision of teachers. Improvement of instruction is assumed to mean improvement of teaching.

2. Supervision is therefore viewed in the context of Supervisor-Teacher interaction. It is seen as an interpersonal process.

3. All authors note that the ultimate concern of Supervisors and Teachers alike is the pupil.

4. It is assumed that changing teacher behaviors and attitudes will bring about desirable effects on the pupils.

5. It is assumed that teachers need continuing help in becoming more effective teachers.

6. It is assumed that "classroom observation" is the most effective medium through which teachers can be helped, through which instruction can be improved.

7. All authors recognize the impact of environmental, or contingency, factors on the supervisory process as well as on the teaching-learning process.

8. Factors affecting the teaching-learning process are essentially the subject matter of teacher-effectiveness literature and of learning theories. Consideration from these two bodies of knowledge have not yet been integrated into models of supervision or into systems of supervision.

The traditional model of supervision, thus, is concerned with the interaction of supervisor, teacher, and pupil. It focuses on the teacher, and considers the teacher's personality and personal characteristics, and the teacher's process. While it would be unfair to call the traditional model of supervision a "closed system" model, it is reasonable to consider it a "closed setting" model, that setting is the classroom. Figure 1 below illustrates the traditional model of Supervision.

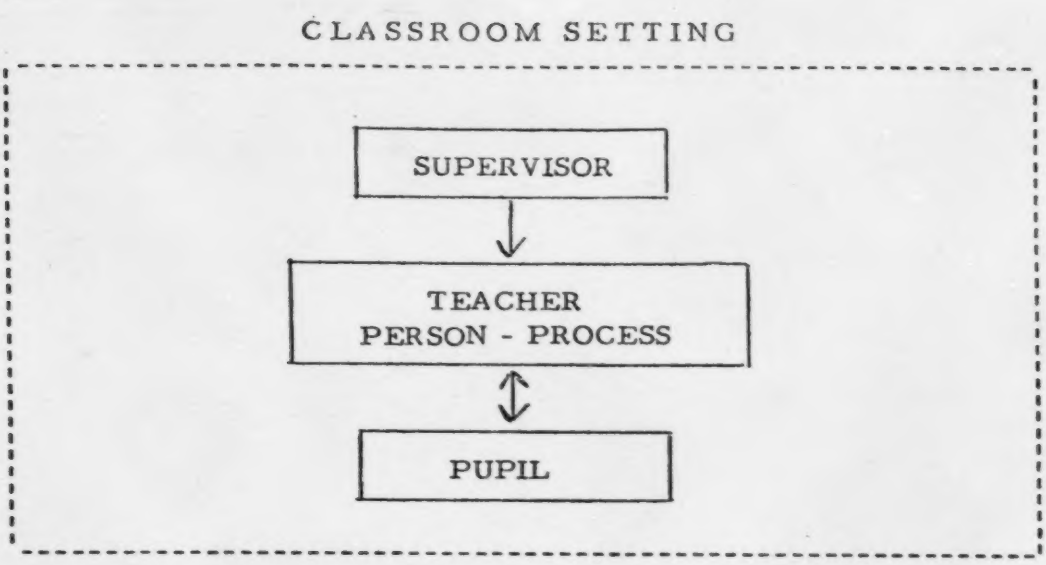

Figure 1. Traditional Model of Supervision

SUPERVISION IN ORGANIZATIONAL PERSPECTIVE

Several assumptions have been identified above as generally implied in models of Supervision and in systems of Supervision. Common assumptions are that Supervision means supervision of teachers, that teachers need to become more effective, that teachers need to change personal behaviors and attitudes to become more effective, and that help in changing is best provided by the organization through personal observation of the teacher at work.

If that set of assumptions sounds strangely familiar, it should; it parallels very closely the set of assumptions identified as "Theory X" administration. It is clear, of course, that Supervision is administrative in nature. The very fact of "Supervision" implies an organization with some degree of "right" to oversee activities. In an organizational model those who supervise, be they principals, consultants, or teachers, are acting administratively, with responsibility to the organization.

It is because Supervision is administrative in nature, because it implies responsibility to the organization, that the difficulties of creating the purely "helping" non-evaluative environment exists. Supervisors, as people, engage in more than purely "supervisory" activities; they plan, they implement, they evaluate, they review, they judge. All these activities are administrative in nature and cannot take place in isolation from each other. Having assumed organizational responsibility in Supervising, the very real human Supervisor sub-consciously at least has recognized those other aspects of administrative responsibility. Teachers, equally human, have also recognized the organizational responsibilities of the Supervisor. The purely helping relationship cannot realistically exist. At best a helping relationship implies some dependency, a mode increasingly unattractive to professionally trained teachers.

Mutual trust, mutual involvement, mutual goals can and do exist, however. A very real partnership can exist between Supervisor and Teacher when the focus is on the ultimate mutual concern of Supervisor and Teacher, the pupil and pupil learning. Such a partnership brings the Teacher into the Administrative Team. An administrative partnership recognizes that the primary organizational responsibility of both the Teacher and the Supervisor, as well as of the School System itself, is toward the pupil.

In the administrative model of supervision, the Supervisor and Teacher are partners in the creation of a productive learning situation for the pupils. Nearly all recent approaches to Supervision rest on

much the same proposition. (See Purton and Brueckner, 1955; Leeper, 1969; Fiedler, 1967; Martin et al, 1978; Lucio & Mc Neil, 1969; Unruh and Turner, 1970; Cogan, 1973; Marks, Stoops, and Stoops, 1971; Neagley and Evans, 1964; and Alfonso, Firth, and Neville, 1975.) The focus in such a model must be on the pupils, on their behavior and learning as the "Product" of the system. The media through which Supervisor and Teacher endeavor to bring about desirable learning in the pupils are the instructional program and the teaching processes.

Here the setting is the School System. Classroom observations are observations of the pupils in order that the Supervisor may obtain first hand knowledge of pupil needs and problems. The Teacher and Supervisor are a team considering how well the instructional program is meeting the needs of the pupils, how well the pupils are progressing, and how organizational resources can best be deployed on behalf of the pupils. Figure 2 below illustrates the administrative model of Supervision.

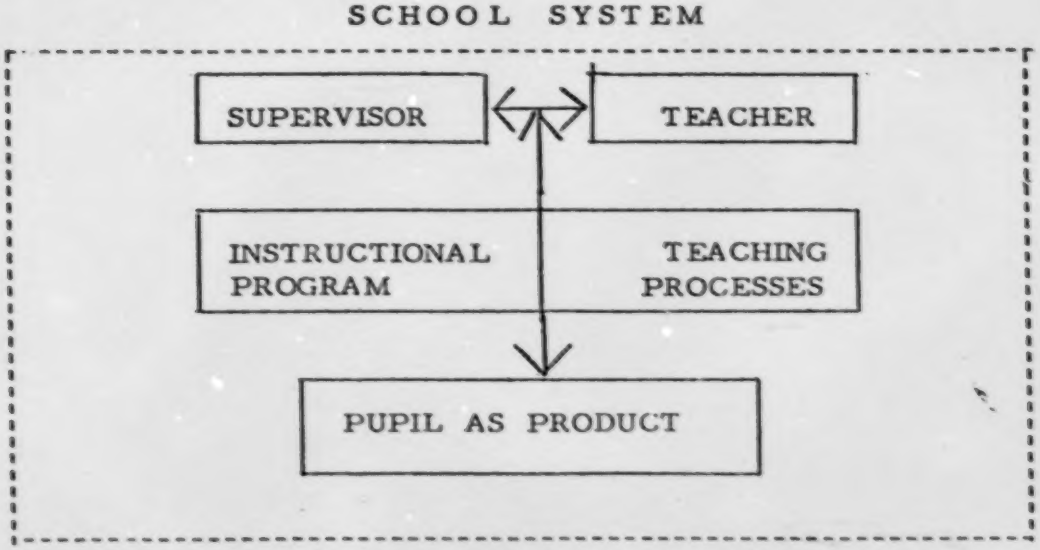

Figure 2. The Administrative Model of Supervision

IMPLICATIONS AND APPLICATIONS

Two further questions will be dealt with in the remainder of this paper. In the next section we will place the Administrative Model of Supervision into a general Organizational Model and consider the relationship of Supervision and Evaluation.

The final section of the paper will present some applications of the Administrative Model of Supervision within Mc Gill's Teacher Training programs, and research arising from the model.

THE GENERAL MODEL OF AN ORGANIZATION

We have proposed elsewhere (Burns, 1981) that our definition of an Organization arises from an administrative perspective. As such it differs from sociological definitions which have arisen from functional analyses and which classify organizations as systems. We will not go into detail of the argument here but simply state that we believe that organizations differ from systems and from organisms in essential ways. The key difference lies in the fact that sub units of an organization have purposive life independent of the organization, a fact that is true of neither organisms or systems. That essential characteristic identifies organizations with other social groups.

We, therefore, define an organization as an intentionally established, purposive human social group. As social groups, the objectives of an organization are not its functions; its objectives are conditions, such conditions as will be maximally conducive to survival and satisfaction.

We have suggested that there are four conditions essential to the survival of all organizations. Those four conditions are Participation,

Leadership, Production, and Control. Those four conditions are, of course, variable; each organization endeavors to create the specific conditions appropriate to its particular purposes, religious, educational, recreational, industrial, or penal, and appropriate to its image of itself.

In respect to the relationship of Supervision to Evaluation we are concerned with two of the four basic organizational conditions, Production and Control.

The organization functions in specific ways to achieve each of its objectives, its desired conditions. Organizations Coordinate activities and resources to maximize Production; they Evaluate systems, programs, products, and personnel to maintain Control. Supervising and Researching (or Reviewing) are the Administrative processes by which Coordination and Evaluation are carried out. Figure 3 illustrates the relationships proposed in respect to Production and Control.

Any such model makes it appear that matters are simple, clear-cut, and easily boxed into compartments. But, of course, real people do not live or work in compartments. As we have said above Supervisors are people who have assumed some considerable organizational responsibility. So, too, are Teachers. They are members of a team whose objectives are Production of pupil learning to the maximum profit of the pupils, and Control of the quality of school life and pupil learning.

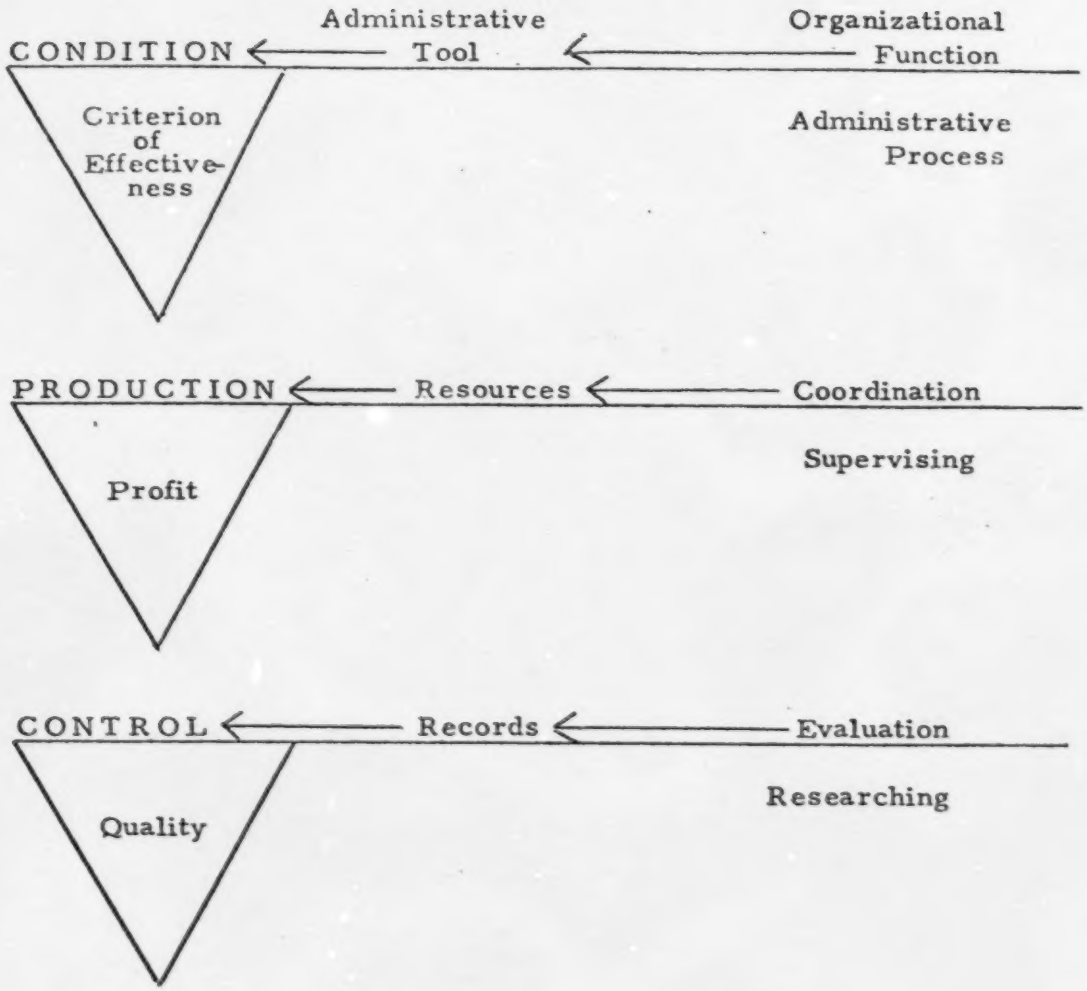

Figure 3. Model Proposing Organizational Relationships of Supervising and Evaluation

APPLICATIONS AND IMPLICATIONS

THE RATING FORM FOR STUDENT TEACHERS

The traditional model of Supervision assumes that the student teaching experience is essentially an opportunity to practice and refine skills taught in the university classroom -- it is a "practice teaching" experience. It recognizes the difficulty of assessing "real" learning on the part of the pupils (that is, learning that will have a lasting

effect on the pupil), and the difficulty of attributing learning in any case to the single factor of the teacher in the classroom. It proposes, or hypothesizes, therefore, that if particular teaching skills, or habits, are developed, the result is likely to be effective learning on the part of pupils. Such a focus on teacher behaviors, skills, and attributes rests on the psychological principle of learning by modeling. Each Supervisor becomes a model and attempts to assist Teachers to adapt that model to their own individualities, to perfect a "model" of good teaching.

It is a fact that most Supervisors are indeed good teachers, that their mode of teaching is effective. Yet no one model of teaching is universally effective, nor universally accepted as good. Student Teachers may, therefore, be under considerable tension in their efforts to understand and adopt a model which they cannot use effectively because of their own personal characteristics, but on which they may be judged successful or unsuccessful. Attempting to direct Student Teachers in the application of particular skills in specific classroom situations has always met with limited success and considerable frustration. The next "specific situation" is never exactly the same as the last one. What the Student Teacher "might have done" in today's situation is of limited assistance in dealing with tomorrow's. Perhaps it is for this reason that so much importance is placed on the Supervisor's ability to create an atmosphere of trust and mutual respect, to provide the Student Teacher with support and encouragement.

The Administrative Model of Supervision focusing on the pupils in the classroom, assumes that there are pupil behaviors that are indicators

of the learning that is taking place, and that those behaviors can be observed, that in fact judgments must be made on the basis of observed behaviors if teaching is to be adaptive. The Administrative Team Model of Supervision assumes that Teachers want pupils to learn, and that if they recognize whether (or what) learning is taking place, they will repeat or develop behaviors of their own which will increase the probability of desired learning on the part of their own pupils, that they will, in effect, adapt to individual differences among their pupils and within their class groups and thus become more effective with a greater number of pupils. The supervisory focus on pupils hypothesizes that if Supervisors and Teachers recognize and assess the significance of pupil behaviors, they will adapt the programs, methods, techniques and learning objectives to elicit the desired behaviors and the desired learning on the part of the pupils.

In fact, supervisors employ both focuses in their supervisory contacts with student teachers. Supervisory report forms, the rating forms used, however, commonly focus almost totally on the teacher. A recent examination of 65 teacher rating forms from school systems in Canada and the United States found that 88% of all items on the rating scales focused on the teacher's personal characteristics and teaching process. Only 5% focused on the instructional program and 4% on the pupil (De Witt, 1981).

It seems reasonable to propose that teacher behaviors and elicited pupil behaviors are both important indicators of potential teaching effectiveness. The report form should then call for descriptions both

of teaching behaviors which attempt to induce learning, and pupil behaviors which tend to indicate what learning is taking place, the effects of the teacher's efforts. It was the assumption of the Mc Gill group of supervisors who worked on the development of the new report form that such a report would provide a basis for growth on the part of the student teacher, and a better basis for judgment of teaching potential than a form which reports only teacher behaviors.

The supervisory report form developed (pages 21 and 22) consisted of three parts. Page 1 contained 5 items asking for descriptions of teacher behaviors, qualities and characteristics, and 5 items soliciting descriptions of pupil behaviors and attitudes. All items were deliberately phrased in an unstructured format to permit the greatest flexibility in actual use by individual supervisors. Page 2 is completely unstructured, for notes, comments, questions and suggestions. The rating of each session was intended to reflect a judgment made by the supervisor, of the potential of the student teacher for effective teaching, based on the observations made and background information about the school and the class in which the session took place. It was not intended that it should reflect solely an assessment of that particular session, nor any summation from the separate items included on the record form. That form, later modified, was used successfully in several teacher training programs at Mc Gill. A research study testing the form is presented in a later section.

The next section of this paper will describe the supplementary work undertaken to develop video tapes coordinated with the report form,

focusing on pupil behavior in learning situations. The final section will report on reactions to the use of the film, and of the report form, and some analyses of the form already conducted.

VIDEO TAPES FOCUSING ON PUPIL BEHAVIOR AND THEIR USES

At the same time that work was progressing on the new supervisory report form, a project was underway to develop video tapes of actual teaching-learning sessions in the classrooms of experienced teachers. The project, partially funded by the Mc Gill Development Fund for Teaching Innovations was undertaken by students in a Masters course in Educational Administration, Practicum in the Supervision of Instruction.

Eight teams of students arranged with willing, experienced teachers to video tape two, hour-long class sessions. The teams were expected to become familiar with each teacher's mode of presentation and with some of the pupils in order to direct the taping sessions. Two cameras were used in every taping session, one focused continuously on the teacher and one on the pupils. Thus, two hours of tape were obtained for each class session, four hours of "raw" tape for each team.

The teams, after studying the tapes, selected a theme around which they could edit from the tapes a 15 to 20 minute film. Edited versions were expected to be useful to Mc Gill methods instructors and potentially to teacher trainees, with guides, as self-teaching packages, as well as to future students in the Masters course in supervision. The finished version was required to retain a larger portion of student behavior focus, in order to give users the opportunity to observe carefully pupil

behaviors, and particularly, to give teacher trainees the "feel" of the teacher's view of the class prior to actually taking over that position.

Themes chosen for the films varied, emphasizing content, process, lesson organization, and individual behavior patterns. In all, ten edited films, with commentaries, were prepared by the teams. Additional packages have been added to the original library. Many of the final tapes have been used frequently by Mc Gill methods instructors, and many other professors have begun to prepare tapes within their own field, greatly adding to the usefulness of the video tape library. During the spring of 1976, after the tapes were completed, and during the 1976-77 academic year, the tapes were used in many situations for different purposes. They were shown to all IG Secondary student teachers in the spring of 1976 to obtain reactions to the films, and to begin analysis of the effectiveness of the two-focus approach to the supervisory report. They were used in the 1977 Masters course in Supervision by individual students for mini-research projects to test specific questions. In the spring of 1977 they were viewed by a group of Mc Gill supervisors, and again were used to further analyze the two-focus supervisory report. Results are reported in the final section of this paper.

REACTIONS AND ANALYSES--REPORTS OF DATA

As was stated above, video films prepared by students in the Practicum in the Supervision of Instruction in the fall of 1975 were shown to 71 secondary student teachers in the spring of 1976. Because of the pressure of time for film preparation, these students viewed the tapes after their student teaching experience. The purpose of showing the films

to these student teachers was two-fold, (1) to obtain reactions to the possible value of such films for future groups of teacher trainees; and (2) to test the proposition that perceptions of teaching effectiveness would differ depending on where the observer's attention was directed, toward the teacher or toward the pupils.

Reactions to the Value of Such Films

Two major questions were asked of all students, (1) Do you think it will be useful to student teachers to view films such as these before going out on their first student teaching experience in the fall; and (2) Will it be useful to view films of both "good" and "poor" teaching. Other questions asked for suggestions regarding length, focus, and manner of presentation.

The responses to questions 1 and 2 were overwhelmingly "yes." Commentaries underlined the strength of the students' conviction that viewing such films would have been of especial value to them prior to going into the classroom. Those students who responded "no" to question 1 tended to think that they got more out of the films after their student teaching experiences than they might have before, a thoughtful and interesting point. Notably, the students thought it good to see teaching-learning situations "as they are," some good and some poor. The main criticisms which the films elicited were that the tapes depicted fields other than their own and therefore were not as relevant as the students would have liked, and that the technical quality of the tapes was not high enough.

Perceptions of Teaching Effectiveness

The 71 secondary student teachers who viewed the films were divided into five groups of relatively equal size. It would have been impossible to require attendance of this number of students as non-scheduled hours. Therefore, with the cooperation of Faculty colleagues, the five groups were formed by course groupings, and the video tapes were shown in place of a regular class session. All students were in one or another of the five class groups, and no students were in more than one. This fortuitous circumstance created the possibility of different treatment groups, although the subjects were not randomly assigned to treatments.

All groups viewed the same two video tapes. Three groups were given all or part of the supervisory report form being developed for use the following year in its current form. (The form has since been modified to contain 5 items focused on the student teacher and 3 items focused on the pupils in the classroom.) Group 1 was given a form containing all 10 items, Group 2 a form containing the 5 Teacher-Only items, and Group 3 a form containing the 5 Pupil-Only items. For each item there was space for commentary as well as a "+" or "-" assessment of the specific item. All three groups were asked, also, to give an overall assessment of "satisfactory," or "unsatisfactory."

Group 4 was given a form with no specific items. Students in this group were asked to comment generally on the teaching-learning situation observed, and to give an overall assessment of "satisfactory," or "unsatisfactory." Group 5 was asked only to comment on the usefulness

of the films for future groups of teacher trainees.

Results were compared across groups. Table 1 reports results of overall assessments of "satisfactory," versus "unsatisfactory," and the percentages of responses. Chi-square tests were performed on each film to test whether the number of responses in each category differed significantly across groups. The chi-square for Film 1 was 8.086, statistically significant at the .04 level. The differences across groups for Film 2 were not statistically significantly different from expected frequencies when tested by chi-square. (Chi-square = 1.809; level of significance = 0.61291.)

	Film 1*				Film 2			
	Satis		Unsatis		Satis		Unsatis	
	n	%	n	%	n	%	n	%
Group I (Teacher & Pupil Items)	23	100%	0		8	42.1%	11	57.9%
Group II (Teacher-Only Items)	13	100	0		4	23.0	8	67.0
Group III (Pupil-Only Items)	19	95	1	5%	10	50.0	10	50.0
Group IV (Free Comments)	7	78	2	22%	6	60.0	4	40.0

Table 1: Overall assessments of the teaching-learning situation observed.

*Differences statistically significant at the .05 level or better

Respondents in Groups 1, 2, and 3 were asked to rate the specific items contained on the form they were given. Ratings called for were "+" or "-", scored 2 and 0, with a midpoint scored 1. Average ratings for the total of "Teacher Items" and "Pupil Items" were computed.

In addition, respondents comments on each item were subjected to content analysis. Comments were scored "positive" or "not positive." A comment was scored positive if it used or expressed a judgment such as "good," or "well done." The comment was scored "not positive" if it expressed criticism, suggested a different approach (as, "could have allowed time for questions"), or a change in behavior or outcome (as, "more involved," "less rigid,")

Table 2 reports average ratings of Teacher Items and of Pupil Items from Groups 1, 2, and 3. Table 3 reports the numbers of positive versus not-positive comments on teacher attributes and on student attributes from Groups 1 through 4.

	Film 1 Teacher Items	Pupil Items	Film 2 Teacher Items	Pupil Items
Groups I (All Items) (n=23)	5.64	5.95	4.63	4.89
Group II (Teacher Items) (n=14)	8.00		4.85	
Group III (Pupil Items) (n=20)		8.25		2.90

Table 2: Average Ratings on Teacher Items and Pupil Items across Treatment Groups

	Film 1 Teacher Items +	-	Pupil Items +	-	Total Items +	-	Film 2 Teacher Items +	-	Pupil Items +	-	Total Items +	-
Group I (% +)	196 (85.22%)	34	166 (86.91%)	25	362 (85.99%)	59	45 (34.88%)	84	58 (46.77%)	66	103 (40.71%)	150
Group II (% +)	143 (79.89%)	36					58 (50.88%)	56				
Group III (% +)			147 (83.05%)	30					42 (31.81%)	90		
Group IV (% +)					22 (57.64%)	16					12 (54.54%)	10

Table 3: Positive versus Not-Positive Comments on Teacher Attributes and Pupil Attributes across Treatment Groups

Chi-square analyses were performed testing for significant differences in numbers of positive versus not-positive comments across groups and across films. Table 4 reports results of the comparisons made.

SUMMARY AND CONCLUSIONS

It is clear from Tables 1, 2, 3, and 4 that the quality of the teaching-learning situation perceived differed across the two films, and that the perception of quality affected the ratings and the numbers of positive versus non-positive comments to a greater degree than did the direction of focus. It should have been anticipated that this would be true, and the films might have been pre-selected to be of more equality in the situation presented. Since only two films were viewed, an "n" of one film in each category, no general conclusions may be drawn. Further

Comparison	Chi-Square	df	Sig. Level
Teacher Focus			
Film 1			
Group 1;2	1.657	1	0.19
Film 2			
Group 1;2	5.701	1	0.01
Pupil Focus			
Film 1			
Group 1;3	0.795	1	0.37
Film 2			
Group 1;3	5.396	1	0.02
Total Focus			
Film 1			
Group 1;4	18.117	1	0.00002
Film 2	1.074	1	0.30
Film 1			
T-Focus; P-Focus	0.399	1	0.52
Film 2			
T-Focus; P-Focus	8.437	1	0.003

Table 4: Results of Chi-Square tests performed, comparing positive versus non-positive comments.

testing will be necessary with films depicting teaching-learning situations perceived to be of equal quality, to test more carefully the effect of "directed attention," that is, Teacher Focus versus Pupil Focus.

SUPERVISOR'S REPORT

STUDENT _____ PROGRAM _____ ADVISOR _____ ASSISTING TEACHER _____

DATE _____ SCHOOL _____ LEVEL _____ LESSON/ SUBJECT _____

VISIT # _____ CLASS ACTIVITY _____ SUPERVISOR _____
(Sm. Group, Lab., Discussion)

STUDENT TEACHER (TEACHING SKILLS EXHIBITED): - +

SUBJECT CONTROL _____

LESSON DEVELOPMENT - + _____

INTERPERSONAL SKILLS - + _____

COGNITIVE SKILLS - + _____

CLASS AND LESSON MANAGEMENT (General) - + _____

STUDENTS (EVIDENCES OF STUDENT LEARNING): - +

ACADEMIC RESPONSE _____

ACADEMIC INITIATIVE - + _____

GROUP CONTRIBUTION - + _____

PERSONAL DEVELOPMENT - + _____

CLASS INVOLVEMENT (General) - + _____

RATING: Unsatisfactory_____ Satisfactory_____ Rating Deferred_____
(explain)

SUPERVISOR'S SIGNATURE

STUDENT'S COPY - WHITE

ADVISOR'S COPY - CANARY

SUPERVISOR'S COPY - PINK

SUPERVISOR'S REPORT

Continued report on _____ Date _____
surname given name

To be used at the observer's discretion. You may wish to make a synopsis of activities, comments and suggestions for improvement, comments on the interview with the student, etc. If you use this page please give one copy to the student and attach the other to your report.

STUDENT'S COPY - WHITE

ADVISOR'S COPY - CANARY

SUPERVISOR'S COPY - PINK

Supervisor's signature

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